

AN INVESTIGATION OF THE COMMUNITY SCHOOLS AFFILIATED
WITH THE NATIONAL CENTER FOR COMMUNITY EDUCATION,
FLINT, MICHIGAN, U.S.A.

CENTRE FOR NEWFOUNDLAND STUDIES

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AFFILIATED WITH THE NATIONAL CENTER
FOR COMMUNITY EDUCATION,
FLINT, MICHIGAN, U.S.A.

An Internship Report
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of the Requirements for the Degree
Master of Education

by



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ABSTRACT

The purpose of the internship was to develop administrative skills in the community school framework and to investigate the possibilities of the community school for the Newfoundland school system. Evidence appears to show that a wide gap exists between Newfoundland schools and the communities they supposedly serve. Furthermore, present educational structures may be counter-productive to the real needs of most Newfoundland communities.

Objectives, and strategies to implement the objectives were formulated prior to the start of the internship, but strategies were modified during the course of the experience. The dominant activities engaged in were attendance at a Community Education workshop, study of a Voluntary Action Centre, and association with a community school director and a community school principal.

'Community school' is a term which is often confused with 'Community Education'. 'Community Education' is a philosophy which emphasizes 'process' in providing educational services and opportunities to the total community. The community school is one alternative to implementing the Community Education philosophy.

Operating the year round and sixteen hours per day and more, the community school caters to the young and old.

through programs designed to meet the needs of all community members. Followers claim that the community school enhances community spirit which can eventually result in the solution of major problems afflicting the community today.

While any organizational structure cannot be simply transplanted from one social context to another, there is reason to believe that some aspects of the Flint community schools could benefit Newfoundland education. Extending the use of community facilities and resources, including the school, to the entire community for longer periods, and providing more program options with life-relevant experiences could lead to richer school-community relationships.

The approach to the internship was in terms of the intern's strengths and weaknesses. Objectives and strategies were designed to overcome lack of understandings of the community school and its administration with a view to assessing the implications of that educational structure for Newfoundland. While some conclusions can be arrived at and some recommendations made, the internship was not the means whereby an extensive and comprehensive study of the community school's applicability for Newfoundland could be obtained. The objectives and strategies chosen were appropriate for the intern's growth and satisfaction is expressed with the outcome of the experience.

ACKNOWLEDGEMENTS

The writer gratefully acknowledges financial and moral support from the Department of Educational Administration of Memorial, National Center for Community Education of Flint, Michigan, and the Newfoundland Department of Education, without which the internship could not have been completed. Gratitude is also extended to Dr. Philip Warren of the Department of Educational Administration and the Honorable Gerald Ottenheimer, who both displayed a more than casual interest in the endeavour.

Special thanks go to the intern's supervisors, Dr. Brian Donnelly of Memorial and Miss Vida Swanson of the National Center for Community Education, who both contributed their time and expertise in helping to plan and execute the internship. Dr. Donnelly also gave appreciated and helpful advice and criticism in the writing of this report.

Gratitude is also expressed to the many people in the Flint area who helped to make this internship a success.

PART I

INTRODUCTION

Although much recent thought about the relationship between the school and the community has been evident in Newfoundland, there is yet a wide gap between Newfoundland schools and the communities they serve. H. W. Kitchen recently stated that "Schools and teachers must assume a greater measure of direct responsibility for community and social improvement."¹

The rift between the schools and the communities they serve is not unique to the Newfoundland situation. Speaking about public schools in the United States, Jack Minzey wrote:

For one thing, they seem riddled with hypocrisy. They speak of community involvement, yet involvement is usually superficial at best. They state their desire to educate for life, yet their curriculum does little to prepare for living in a community. They pay lip service to the ideal of dealing with the whole child, yet operate as though a child's total education is accomplished while under their direction. They believe that education is a lifetime endeavour, yet perform as though education is terminated with their programs.²

¹Kitchen, Hubert W. Educational Policies for the Seventies, (mimeographed paper), 1969, p. 6.

²Minzey, Jack. "Community Education: An Amalgam of Many Views", Phi Delta Kappan, Vol. 54, No. 3, November, 1972, p. 150.

While some of Minzey's criticisms may be debatable, his thesis of the school being divergent from the community, is applicable to the Newfoundland situation as well as to the situation in the United States.

The writer contends that the school and community will continue to be separated until fresh approaches to the organization and administration of the schools are taken. Active community involvement in the schools, attempts by the schools to serve a broader constituency, and the integration of the K-12 system into a total community service are very promising alternatives under study and in operation which may have implications for Newfoundland.

Assuming that schools systems will become more and more inclined to take approaches of this nature, educators, and especially administrators, must develop new skills and new understandings necessary to make them successful. Luvern Cunningham wrote:

It is clear that school officials are in a new ball game. If they are to play effectively, they will have to develop new skills, new capacities, new understandings.³

It was with this frame of reference that the writer travelled to Flint, Michigan, to begin an internship in the field of Community Education.

³Cunningham, Luvern. Governing Schools: New Approaches to Old Issues, Columbus, Ohio: Merrill Publishing Co., 1971, p. 179.

Objectives

The purpose of the internship was to acquaint the intern with recent developments in Community Education and its implementation through the school. The following objectives, formulated to guide the intern through the internship, evolved through discussions with staff and students in the Department of Educational Administration, Memorial University, and reading of professional literature on the subject of Community Education.

1. To formulate a personal philosophy of Community Education.
2. To study ways of involving the community-at-large as resources and learners.
3. To study ways of providing opportunities for inter-agency cooperation.
4. To gain some insights into the organization and administration of the community school.
5. To observe the role of the community school principal.
6. To observe the role of the community school director.
7. To study ways of assessing community needs and wants.
8. To ascertain what additional finance or new legislation might be necessary for an expanded operation such as the community school.

PART II

STRATEGIES

The internship was carried out as a result of institutional cooperation between the Department of Educational Administration of Memorial University, and the National Center for Community Education, Flint, Michigan. The National Center, henceforth referred to as NCCE, is funded by the Mott Foundation. NCCE is a leadership development center, a clearing house with respect to information gathering and dissemination, a service agency, a human resource and an initiator of exemplary programs and experimental projects aimed at improved understandings in the field of Community Education. It is appropriate to mention that this intern was the first to carry out an internship of this type and duration with NCCE while still being attached to a university outside the state of Michigan.

Framework

While the intern was engaged in this assignment from April 9, 1973 to July 7, 1973, the actual time spent in activities with various organizations and agencies was approximately eleven weeks. The remainder of the time was spent either travelling or reading and researching a variety of documents gathered from various sources.

During the internship Miss Vida Swanson, the Assistant Director of NCCE, acted as an adviser. Through her cooperation and advice the following phases were arranged as suitable major strategies for the fulfillment of objectives stated earlier.

I. Attendance at a Community Education Workshop

This was a two-week workshop for community school sponsored by NCCE. The basic purpose for the workshop was to make those directors just beginning their jobs, aware of the philosophy of Community Education and give them some insights into the implementation of the process.

II. Study of a Voluntary Action Center

This was also a two-week assignment. The Voluntary Action Center is a clearing house for the recruitment and placement of volunteers. As such it is often the center of the community as far as people being resources and learners are concerned.

III. Association with a Community School Principal

This two-week assignment took place at Utley Middle School in Carmen School District of Flint. The purpose of the assignment was to study the role of the principal and organization and administrative practices associated with the community school.

IV. Association with a Community School Director

This was a four-week assignment taking place in Carmen School District and the Separate School Board of Sault Ste. Marie, Canada. Three weeks at the Carmen District were focused on the role of the Community School Director and his affiliation with administrators at the Central Office level. One week in Canada was again concerned with the role of the Community School Director but also with recent developments in Community Education in Ontario, especially with regards to funding and legislation.

V. Other

The predominant item in this phase was a two-day visitation to the Regional Center for Community Education at Eastern Michigan University. The main functions of the Center, like other such centers scattered throughout the United States are the dissemination of information, training personnel, and implementation of the Community Education concept through the local school setting. Another activity engaged in in this phase was a visitation to a community college to gain some insight of this institution's role in Community Education and it's relationship to the school.

Specific Activities

While the intern and those working with him attempted to arrange activities helpful to the achievement of established objectives, it is difficult to categorize experiences and objectives on the basis of which experiences fulfilled a particular objective. Undoubtedly, all experiences had some bearing on each objective. Nevertheless, the following listing gives some indication of the writer's thinking regarding those experiences most helpful in the achievement of each objective, as well as showing specifically the range of experiences provided during the internship. The objectives are abbreviated and listed in the order in which they appear in Part I.

| <u>Objective</u> | <u>Strategy to Fulfill Objective</u> |
|------------------|---|
| 1. Philosophy | <ul style="list-style-type: none"> (i) Lectures (ii) Simulation game on Community Education (iii) Small group leadership skills sessions (iv) Reading (v) Discussion groups by workshop participants |

2. Involving community-at-large as resources and learners

3. Inter-agency cooperation

- (i) Contacts with communication-media
- (ii) Arranging and taking part in three radio shows to publicize student volunteer opportunities
- (iii) Created a design to be used for pamphlets and posters promoting volunteers
- (iv) Attending meetings of various agencies, e.g. RSVP Advisory Committee, Girl Scouts Advisory Committee, and Dept. of Social Services meeting

4. Organization and administration

5. Role of the principal

- (i) Meetings with staff and discussions with principals from Flint and Carmen School Boards
- (ii) Acting Principal of a middle school for one week
- (iii) Worked with a principal on class scheduling
- (iv) Reading through literature and professional files

6. Role of the community school director

7. Need assessment

- (i) Discussion with and observance of community school director at Carmen School District and the community school director with the Separate School Board in Sault Ste. Marie, Canada.
- (ii) Reading and studying files and data on program implementation
- (iii) Attending meetings at Sault Ste. Marie, e.g. OFY meeting; and a Community Action Council meeting consisting of representatives of all major organizations and agencies in Sault Ste. Marie
- (iv) Visit to Eastern Michigan University

8. Finance and
legislation

- (i) Discussion with Dr. Jack Minzey, and Dr. William Hektrek, Eastern Michigan University
- (ii) Study of legislation in Michigan
- (iii) Discussion with community school director in Sault Ste. Marie
- (iv) Study of some materials from Ministry of Education, Ontario.

PART III

EVALUATION OF THE INTERNSHIP

The following evaluation is written as a result of the writer's concern for his own personal growth. It may also be helpful to the Department of Educational Administration, NCCE, and future interns. Steps taken to insure some degree of growth include a statement of objectives formulated prior to the internship, the arrangement of strategies in consultation with supervisors from NCCE, Department of Educational Administration and co-operating agencies, and readings and discussions focused on Community Education. This report, although required by the Department of Educational Administration, was also viewed as a means for insuring some growth.

This part of the report is composed of three sections. The first section is devoted to a self-evaluation in terms of strengths and weaknesses with regards to the objectives and strategies for the intern's growth. The remaining sections deal with the contribution from the National Center for Community Education and the Department of Educational Administration to the internship.

Self-Evaluation

It is the purpose of this section to offer an examination of the intern's growth. The previously stated

objectives and strategies provide the criteria for self-examination. Although the objectives are not always stated in behavioral terms, they provide criteria for reflecting on self-growth. Objectives and strategies are discussed individually and are restated for the reader's convenience.

Objective

Strategies

- | | |
|--|--|
| 1. To formulate a personal philosophy of Community Education | (i) Lectures (ii) Simulation game on Community Education (iii) Small group leadership skills session (iv) Reading (v) Discussion groups by workshop participants |
|--|--|

This objective was considered basic to the internship. The strategies chosen were very appropriate for the accomplishment of the objective. The writer feels that he has achieved the beginnings of a formulated philosophy which should be developed and articulated further by experience and reading. Since completing the internship discussions on Community Education have provided an opportunity to further deal with and interpret some basic concepts. Lectures and reading were helpful in that basic concepts such as 'community school', 'Community Education', 'community', and so on were clarified.

A three-day simulation game and a day long small group leadership skills session emphasized the importance of 'process' in the implementation of Community Education. Even though the simulation game was a type of laboratory

experience, it did provide the opportunity to see how a community might introduce the concept of Community Education. Small group sessions, in the same manner, provided many workable ideas and insights as far as leading a group in a real situation is concerned. The small group sessions were devoted to lecture, discussion and practice. The lecture dealt primarily with a typology of groups and the different types of group leadership. In the practice sessions each participant had the opportunity to assume the role of leader in different situations. The group members fed back information to the leader as to how he performed the role. It became apparent that the leader is the determining factor in group effectiveness. How authoritative or democratic the leader shall be may depend on the other group members and particular circumstances, but generally it seemed that groups perform better when the leader is concerned with process, rather than content. Better decisions appeared to be made quicker when the leader is concerned with (1) the physical arrangement for the group meeting, (2) making the task clear, (3) supplying the necessary information, ensuring that each member has an opportunity to contribute to the discussion, and (4) remaining as neutral as possible in the decision-making.

Discussion groups provided another avenue for the intern's growth. Different backgrounds and experiences of the participants created a vibrant and enthusiastic atmosphere

for discussion during which the intern overcame to a great degree, a previous reticence in speaking. Moreover, the experiences of these people and the projects in which many were engaged, provided a number of ideas beneficial to the intern in building knowledge about Community Education and its practice. Most of the participants were practising community school directors. Their practical experiences were therefore very meaningful. One person stated that the aim of community education in his area was: (1) to make more use of the community as a resource in K-12 program, (2) to assist the community in making more use of the school, and, (3) to be mostly concerned with how programs came about.

Another person was concerned about the community education process in the required day school curriculum. As a school principal he makes use of mini-groups. For one hour each week half of his students would be divided into small groups for high interest enrichment activities. Members of the community would come into the school as resource persons. The other half of the student body would have individualized reading for that hour. Again, tutors from the community would come to the school on a volunteer basis.

A third person said that initiating community programs, the development of K-12 staff and curriculum, and community development would be her priorities when she assumed a position as community school director.

While all the participants cautioned against the

intensive use of programs, it was generally felt that the first step in developing the community education process would be to initiate programs.

While there is general satisfaction with the achievement of the first objective, there is still a need to be able to more fully express the concept of Community Education.

| <u>Objective</u> | <u>Strategies</u> |
|--|---|
| 2. To study ways of involving the community-at-large as resources and learners | (i) Contacts with Communication-media (ii) Arranging and taking part in three radio shows to publicize student volunteer opportunities |
| 3. To study ways of providing opportunities for inter-agency cooperation | (iii) Created a design to be used for pamphlets and posters promoting volunteers (iv) Attending meetings (v) Contacting schools re: student volunteers. |

The purpose of grouping objectives here, as in other cases in this section, was partly for the organization aspect in presenting them to the reader, and because each strategy had some bearing on the grouped objectives. Most of the activities in connection with this phase of the internship was undertaken at the Voluntary Action Center, discussed earlier in this report. The cooperation and high degree of flexibility and responsibility given the intern provided a good opportunity to view the community from the standpoint of a Central Agency whose purpose was to encourage inter-agency cooperation and to search for and

implement means by which members of the community could be involved as resources and learners. The experience provided some insights into such issues as the role of the school in promoting and taking advantage of resources within the community, the role of the school in promoting learning and social development within the whole community, the relationship of the school with other agencies in the community, and the role of the volunteer and how to set up an effective volunteer program at the school level.

The intern's experiences in contacting junior and senior high school counsellors with regards to student volunteer opportunities were enlightening and beneficial from two standpoints. First, it pointed out very clearly how far schools, even the so-called community schools, are lagging behind in recognition of the community as a resource and learner reservoir. For example, most counsellors in the Flint area showed very little interest in promoting the student volunteer. Second, a possible exciting role for the school with respect to high school students emerged. One high school student, who took part in a radio show arranged by the intern, reported that he was doing volunteer work for high school credit. Hence, in addition to the school being a recipient for volunteers, another role as a supplier of volunteers appears to be workable and desirable.

Attending meetings of various agencies gave the

intern some insights pertinent to the objectives. Being especially concerned with the school, the intern tended to view agency meetings in relationship to the school. It does seem clear that with regards to the various agencies operating within a community, a high degree of cooperation and an agreement on common goals are necessary for the arrangement of a total service to the community.

It appeared from the meetings attended in Flint that cooperation and communication between agencies was inadequate. Rather, most agencies tended to be totally concerned with their own aims and objectives. Duplication of effort was also noticeable. For example, in 1973 a Retired Senior Citizens Volunteer Program was formed in Flint. R. S. V. P. is federally funded throughout the United States. The aim is to recruit senior citizens for volunteer work which is a duplication of the work done by the Voluntary Action Center. An umbrella agency composed of representatives of all major agencies within the community would have the potential to make better use of resources and improve agency cooperation and communication.

Arranging radio shows, creating and preparing a cover design, and contacting news media were useful and interesting pursuits. Apart from becoming aware of how to use the media, the immersion that the intern received by practising in the field strengthened confidence in himself as well as increasing administrative skills.

The activities associated with these objectives were the most rewarding and beneficial of the internship. While the intern believes that further work associated with the objectives may be done, he still feels that the strategies were very helpful and appropriate.

| <u>Objective</u> | <u>Strategies</u> |
|---|---|
| 4. To gain some insights into the organization and administration of the community school | (i) Meetings with staff and discussions with principals from Flint and Carmen School Boards |
| 5. To observe the role of the community school principal | (ii) Acting principal of a middle school for one week. |
| | (iii) Worked with a principal on class scheduling. |
| | (iv) Reading through literature and professional files. |

It is questionable whether the strategies here were adequate for the situation, or that a proper understanding of the objectives existed between the intern and officials of the cooperating school. While the experience was interesting and enlightening, and served to broaden the intern's understanding of Community Education and its implementation, it did little to improve administrative skills.

Meetings with teachers and discussions with principals provided the intern with different viewpoints on the Community Education concept. For example, some principals felt that Community Education is primarily a task of public relations and that the public must be sold on it. Others

stressed the provision of a wide array of programs to attract people to the school. Teachers' attitudes towards the concept ranged from total acceptance to outright rejection,

The intern's experience as Acting Principal was very disillusioning. This was mainly due to logistical arrangements and difficulty in becoming involved in the administration of the school. The intern believes that inadequate planning between himself and the principal of the cooperating school was the main reason for the failure of the endeavour.

Working with a principal on class scheduling and reading through literature and professional files revealed many problems facing administrators and provided some cues to keeping these problems to a minimum. The necessity of involving teachers and other personnel in decisions which affect them was an outcome from working on class scheduling. Also, many good ideas on teacher evaluation and goal-setting came from reading professional files.

In the Carmen School District the primary purpose of teacher evaluation is supposedly the professional growth of teachers. Teachers were involved in the formulation of policy and procedure and this could account for the apparent success of the program. The basic formalized methods for evaluation in the District mentioned are classroom observation and a self-assessment process. While both methods are particularly important in detecting teacher inadequacies

there seemed to be a need for a stronger inservice program designed to overcome these inadequacies. Being committed to a "Community Education" philosophy, the attitude in the Carmen District seems to emphasize a better feeling about community, and a broader spectrum of student experiences. Meanwhile, the academic dimension of education appears to have less emphasis. As a result, many schools, particularly those where the feelings towards the community school were the strongest, are still very traditional academically. This was the major perceived weakness of the community schools visited. In the writer's opinion a stronger and more academically-oriented inservice program along with a teacher evaluation program of the nature as that in Carmen would help overcome this deficiency.

Objectives were met to some degree, but frustration from not being emotionally and professionally involved, made the experience less effective than it could have been. While the observer role provided a good opportunity to view a community school in action, the mechanics of community school administration and the day to day tasks of the community school principal were not personally experienced. In order to alter the situation, it is recommended that an intern undertake a specific, real responsibility of consequence. Furthermore, such responsibility should not be undertaken until adequate planning by the intern and his

supervisor at the cooperating school is completed and the intern has had an opportunity to become familiar with the school and its staff.

Objectives

6. To observe the role of the community school director
7. To study ways of assessing community needs and wants

Strategies

- (i) Discussion with and observance of community school directors at the Carmen School District, Flint, and at the Separate School Board, Sault Ste. Marie, Canada
- (ii) Reading and studying files and data on program implementation
- (iii) Attending meetings
- (iv) Visit to Eastern Michigan University

The strategies for these objectives were primarily undertaken at the Carmen School District Office, Flint, and the Separate School Board Office, Sault Ste. Marie, Canada. While these strategies may not have been entirely adequate for the fulfillment of the objectives, they were appropriate under the circumstances. The intern began at Carmen at a time of year when there was relatively little administrative activity in which to engage. Summer programs were already getting underway and hence, there was a lag in short term planning. The same situation was encountered at Sault Ste. Marie. Unfortunately, this situation along with a short period of time at each place, forced the intern to limit his activities to observing and discussion.

The opportunity to meet with a community school director from Canada, as well as from the United States,

helped to clarify and place some issues in perspective. The financial situation at Flint is 'out of context' as far as Newfoundland is concerned. At Sault Ste. Marie, however, the lack of facilities and shortage of dollars is quite similar to the Newfoundland situation.

Reading and studying files and data on program implementation and organization proved worthwhile from a practical standpoint. Along with a number of ideas gained about setting up programs, quite a number of documents and other written materials were gathered. These should prove to be very helpful at some future date.

Attendance at a number of meetings at Sault Ste. Marie were enlightening and indicated the community activities possible, by agencies cooperating with each other. At Sault Ste. Marie, a Community Action Council, representative of all major organizations and agencies, is involved with the concept of Community Education. Not only is the Council attempting to provide programs, but programs are based on what these agencies together feel are the needs of the area. This kind of structure appears to be one viable avenue for the assessment of community needs. The meetings and discussion with Mr. Stefan Sopher, community school director at Sault Ste. Marie, also illustrated the striking difference in his perception of his role as compared with that of Mr. Phil Hartman's, community school director of the Carmen School District. Sopher basically saw his role as

an initiator and a facilitator whereby communities can better assess their needs and provide the means to meet them. Mr. Hartman, on the other hand, saw himself as a developer of programs designed to make people more aware of their community and its needs. This striking difference in perceptions appears to be due to the resources available. It could well be possible that Mr. Sopher's perception might have evolved to a different one had he the financial resources available to Hartman. Interesting also was the attitudes of these two directors. Mr. Sopher appeared to be frustrated and uncertain about his effectiveness, while Mr. Hartman seemed very confident and pleased with his accomplishments.

Discussions with officials of the Regional Center for Community Education, Eastern Michigan University, and Genesee Community College, Flint, confirmed the intern's view of the role of the community school director being practised in Flint. Most directors in Flint are over-concerned with providing programs to the Community. While there is a need for programs, a more viable role for the community school director might be providing avenues and opportunities whereby members of the community can begin to realize what their needs and wants are. Programs could then evolve from this realization.

While the strategies were appropriate in helping the intern to determine possible roles for the community

school director and in seeing ways for the assessment of community needs, the activities were too loose and vague to achieve objectives fully. As indicated in the discussion of objectives 4 and 5, the intern should have been engaged in real practice in connection with his objectives. Nevertheless, the intern has gained much in theoretical possibilities associated with the role of the community school director and in the area of community need assessment. Having not had the opportunity to become practically involved, has left the intern weak in applying what he has learned.

| <u>Objective</u> | <u>Strategies</u> |
|--|--|
| 8. To see what additional finance or new legislation might be necessary for an expanded operation such as the community school | (i) Discussion with officials of Eastern Michigan University Center for Community Education (ii) Study of legislation in Michigan (iii) Discussion with community school director in Sault Ste. Marie (iv) Study of some materials from Ministry of Education, Ontario. |

Less time was devoted to this objective than any other established for the internship. It is now thought that this could possibly be one of the weaknesses in planning for the internship. Certainly, procedures for financing and legislation are very basic foundations for the success of the implementation of Community Education.

Discussion with Dr. Jack Minzey and Dr. William Hektrek of Eastern Michigan University Regional Center for

Community Education provided a basis for practical insights gained from Mr. Stefan Sopher of Sault Ste. Marie. A study of some materials from the Ontario Ministry of Education, including recommendations from a recent Royal Commission on the community use of educational facilities, also made the intern aware of recent happenings on the Canadian scene. Emerging very clearly is the fact that present legislation and finance procedures in the state of Michigan, while providing an opportunity for school boards to enact community type programs, hinders the Community Education process. There is a very clear distinction between K-12 and 'community school' in present legislation and finance. This distinction is carried down to the school board, school and community levels, causing a mixed reaction among teachers and other members of the community. The intern feels that these observations were crucial to his whole experience.

While the intern still feels weak in this area, more study and practice should help to integrate and articulate his ideas. At the present time, means by which criticisms previously voiced could be positively enacted, are still very vague. However, recent work is leading to the completion of this objective.

Summary. The internship route to the Masters of Education was very appropriate. The experience would have been more beneficial if the intern had more practice in assessing himself. It is felt that such practice would

allow students preparing for internships to formulate objectives in line with their strengths and weaknesses. Consequently, the intern would be more prepared to arrange activities to meet objectives.

National Center for Community Education

Other than a two-week workshop, during which time the intern occasionally met and talked with professional staff, involvement with NCCE was minimal. The Intern's adviser, Miss Vida Swanson, arranged placements after discussion with the intern. It is felt that generally the placements suffered from insufficient planning among NCCE, the cooperating agency, and the intern.

A wealth of information lay with one-year Mott interns who are affiliated with NCCE and universities in the area. While the intern was directed toward a few of these interns, there were very few structures whereby these interns become involved with short-term interns. One such person had a number of practical ideas about agencies effectively working together in order to serve the entire community. More opportunity for short term interns to meet with Mott interns should prove fruitful.

NCCE's rapport with schools, and other agencies in the area, is excellent. This proved very beneficial to the intern in that placements were quite easy to arrange and the intern was very cordially received by cooperating schools and other agencies.

Social activities for the intern and his family were at times a concern. The lack of opportunity to meet other intern's families was rather disappointing. Social activities, while providing for relaxation, can also be a learning experience. While families did manage to meet occasionally, there was little effort by NCCE to facilitate such meetings. It is suggested that NCCE place more emphasis on this aspect of internships.

While satisfaction is expressed with the outcome of the internship, more guidance and planning by NCCE, especially with regards to cooperating agencies, is definitely needed. On the other hand, recognition is made of the fact that this type of internship is new and difficult to plan for a three-month period. Considering the fact that NCCE personnel are considering more arrangements like this one, future interns contemplating this kind of internship, should have more opportunities to avail themselves of a very worthwhile experience.

Department of Educational Administration

Moral and financial support from the Department of Educational Administration was the key to the success of the intern's endeavour. Undoubtedly, the experience was rewarding. Many people, both staff and students, have expressed interest, and in some cases excitement, in terms of what the intern was doing and the implications of such experiences for Newfoundland in the future.

The internship route to the completion of the Masters Degree in Educational Administration may need modifications. While the strategies employed in the internship reported proved successful, it may be appropriate to complete the internship and some course work concurrently. This arrangement could have been the case for the internship reported.

The University's cooperation with other institutions like NCCE in innovative programs can only mean continuing growth in stature and credibility for the Department of Educational Administration, the Faculty of Education, and the University. It is suggested that the University, and especially the Department of Educational Administration, continue to move in this direction. The trend in the Department of Educational Administration appears to be the provision of more options in the graduate program. This is a refreshing and promising trend and it is hoped that it will extend to undergraduate programs as well.

PART IV

COMMUNITY EDUCATION

The terms 'Community Education' and 'community school' are often confused by people who have not grasped these concepts. A general but clear distinction is that Community Education is a philosophy, while community school represents a delivery system or a means to implement that philosophy.

Philosophy of Community Education

While Community Education has received much exposure over the past few years, the concept itself is not new. The concept has existed ever since people have lived in communities. The Greeks and Romans were the first apparently, to make pronouncements comparable to the basic concept on which programs and procedures are currently being built. Plato expressed a desire to improve existing conditions in the community and said that education should operate throughout one's lifetime. Cicero believed that education and the needs of the community remain closely related.

Realistic educators have long recognized the social and pedagogical desirability of closely relating school experiences with broader life activities. Rousseau, Pestalozzi, Spencer, and Parker were among earlier exponents of direct experience and social realism as basic foundations

of effective education. In more recent times the philosophies of John Dewey and other influential educators reflected a critical appreciation of precisely this same approach.

Many definitions and descriptions of Community Education are currently in vogue. Totten and Manley state:

In the Community Education plan no one is left out--no learning need goes unattended--no facility in the community which can be utilized as a learning space goes unused. The student body of the community school includes everyone who can benefit from a learning experience.⁴

They further state:

In scope and process Community Education goes far beyond the traditionally structured educational establishment for its sources of learning and service. It considers every individual and every establishment in the community as part of the learning medium. Church organizations, volunteer agencies, social agencies and organizations, labour organizations, the healing arts groups, the communication-media, places of congregation, individuals--homes--families, and all other groups and organizations in the community are a part of the total establishment for learning. The ultimate goal of Community Education is to find and use all methods which will bring into concert all of the learning factors in the community in order that all citizens will be able to learn what they must know in order to solve their problems and improve their communities.⁵

Minzey and LeTarte say:

⁴Totten, W. Fred, and Manley, Frank J. "The Community Education Concept and Nature and Function of the Community School", Community Education Series, Flint, Michigan: W. Fred Totten, 1970, p. 4.

⁵Ibid., p. 1.

Community Education is a philosophical concept which serves the entire community by providing for all of the educational needs of all of its community members. It uses the local school as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process towards the end of self-actualization.⁶

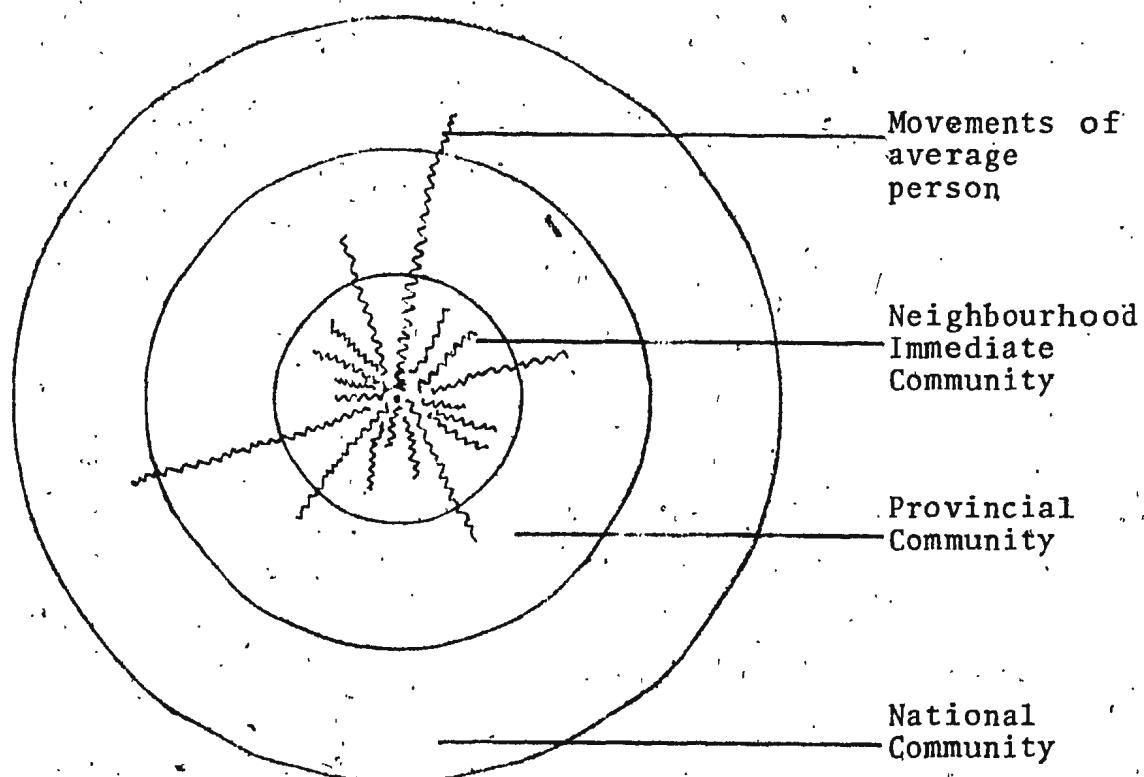
Other current definitions are comparable to those mentioned here. The basic idea is that learning is a continuous process aimed towards the fulfillment of the needs of all individuals and groups. It then becomes the task of educational establishments to provide educational experiences throughout the life-span of the individual if necessary.

The term 'community' has different meanings depending on the context in which it is used. It may refer to a geographical unit, a social group, or a configuration of human experiences. As used in Community Education, the latter meaning is most appropriate. Each person lives through a configuration of experiences and it is these experiences which determine his orientation to life.

Figure 4.1 may help to illustrate the configuration. The concentric circles represent a time and place frame. The jagged line represents the movements of the average person in his personal contacts with other people. The diagram illustrates that the individual spends most time and makes

⁶Minzey, Jack and LeTarte, Clyde. Community Education: From Program to Process, Midland, Michigan: Pendell Publishing Company, 1972, p. 19.

more personal contacts within his immediate community and fewer contacts and less time as the domain widens.



4.1 Configuration Illustrating Human Interaction of the Individual Through Time and Space.

Each person spends most of his time in his own neighbourhood, at his place of work, or around family and friends, in other words, his immediate domain. His experiences and contacts grow fewer as the boundaries around

this immediate domain widen. The implication is that people need a sense of identity and need to belong to something which is easily identifiable and accessible. Dr. D. O. Bush, Executive Director of NCCE, said that people have to feel good about the motivation to belong and the sense of identity in order to be humane. He went on to say that this is true of individuals and nations of individuals.⁷

In Community Education then, the term 'community' is largely centred around a sense of belonging and contributing. Communities are usually identifiable by boundary lines, formal names, and government units. While this in itself is not a problem, people residing in the community often tend to identify themselves by way of boundary lines and formal names. Lacking is a sense of belonging and contributing and inevitability agreement on common goals for the community good is missing. In the Community Education process, an attempt is made to re-establish a better community feeling, based on the premise that there has been a loss of true community identity.

'Education' is another term which deserves analysis. Dewey defines education as "that reconstruction or re-organization of experience which adds to the meaning of

⁷Bush, D. O., Address to NCCE Community Education Workshop, Flint, Michigan, April 24, 1973.

experience, and which increases the ability to direct the course of subsequent experience."⁸ Minzey and LeTarte agree with this when they refer to education as "a means of understanding experiences and directing new ones."⁹

In order for people to feel good about themselves and where they live, and develop the ability to understand and direct experiences, probably higher needs as described by Maslow, should be fulfilled. Maslow contended that basic needs of survival and security must be met before people become concerned about the need to belong, esteem and self-actualization. Moreover, people place these needs in a hierarchy with survival at the bottom and self-actualization at the top of the hierarchy. It appears that basic learnings are necessary to meet the needs of survival and security. That is, a person must be equipped with some technical skills whereby he can work to provide shelter and food for himself and his family. However, the fulfillment of higher needs appears to require higher learnings, for it is these types of learnings which make people independent and humanly responsible. People require the opportunity to participate, contribute and create. While Community Education embraces the total needs of the individual and the community, the ultimate goal is to develop community 'feeling' and

⁸Dewey, John, *Democracy and Education*, New York: The MacMillan Co., 1963, pp. 5-6.

⁹Minzey and LeTarte, *Ibid.*, p. 15.

educate people by encouraging them to participate in, contribute to, and create ideas for the betterment of the individual and the community.

It must be stressed that Community Education is not an addition to what already exists. People who refer to it as 'after school activities', recreational programs, or whatever, are only spreading existing misconceptions of the concept. Community Education is not a program, but a process--a process which engages people in the fulfillment of their wants and needs, helps them become self-actualized persons, and instills in people the community spirit necessary to improve community living.

Implementation

As the Community Education concept is spread, the school is becoming widely accepted as part of the delivery system for the implementation of the philosophy. The community schools of Flint, Michigan are being credited as the leaders in this advancement. During the 1930's, Frank Manley, a then physical education supervisor, realized the potential of the school as a vehicle for an educational system which could concern itself with the needs of the whole community. Manley's creativity, backed by Charles Stewart Mott's philanthropic support, has since initiated a groundswell that is spreading throughout the United States and the world.

Educators following in the footsteps of Manley and

others, agree that the local school is the ideal facility for the implementation of Community Education. Minzey gives some reasons why this is so:

1. The size of the population group served by the elementary school is about the right size for community organization and interaction.
2. There is an entree into much of the community through a common interest in children.
3. It is well located as a facility.
4. It is the least threatening of all social and governmental agencies.
5. It is publicly financed and thus viewed as belonging to the community.
6. It is more acceptable to other institutions and agencies. The point is that there is a need for coordinating the efforts of the community, and it seems that an existing institution might better play this catalytic role than a new agency created for such a purpose.¹⁰

Another reason why the school may be the ideal facility to carry this responsibility, especially in rural areas, is that it is often the only institution with necessary facilities and expertise.

The acceptance of the local school as a vehicle for Community Education has necessitated a reorganization of the school structure. It seems to be apparent that the traditional school organization is not sufficient to cope

¹⁰Minzey, Jack, "Presentation Made to National Workshop on Community Education", Outstanding Presentations on Community Education, Flint, Michigan: NCSEA, 1972, p. 15.

with the demands of Community Education. Baranyi gives some characteristics of the community school which explain the need for this reorganization:

1. The community school practices and promotes democracy in human relationships.
2. The community school includes lay people in local school policy and program planning.
3. The community school organizes curriculum around the fundamental processes and problems of living.
4. The community school uses the community as a laboratory for learning.
5. The community school improves the quality of living here and now.
6. The community school makes the school plant a community centre.
7. The community school leads in community co-ordination.¹¹

Baranyi does not explicitly state that the community school provides service to the entire community throughout the day and throughout the year. Such demands on the school has necessitated new and additional personnel as well as new types of organization. A summary of these developments in the light of the internship experience follows.

Community School Principal. While the principalship is not a new position, the community school demands an expanded role of the principal. This person is the

¹¹Baranyi, Nicholas, "The Concept of Community School," Toronto Education Quarterly, Summer 1972, p. 20.

educational leader of the school in the community. Therefore, the principal must be concerned and have responsibility for the educational needs within his school's service area. All members of the community in his service area are potential students. In addition, there may be other organizations and agencies providing some type of service. The principal, as educational leader, must be aware of these and work with them cooperatively in providing stronger and wider services.

Community School Director. The first new position to emerge with the community school idea was the community school director. Essentially, the responsibility of this person is to provide an avenue for the assessment of wants and needs within the community, and help the community find ways to meet these needs. In practice, the position has tended to deal with the programming aspect of activities separate from the K-12 curriculum. Hence, only until very recently, the community school director, though reporting to the principal, was actually a principal of programs separate from K-12 programs, while the principal concentrated on regular school activities.

Community School Council. The goal of the community school is to involve people in decisions which affect their lives. The community school council, a group of people representative of the entire service area of a school, is one means of achieving this goal. The council becomes a

means whereby the community can translate to the school what the community desires, what the problems are, and suggests ways by which school and community can co-operatively solve them. Participation on the council is not compulsory, nor does their action have the force of law. They do have the power of public opinion.

Regional Centers for Community Education. The demands for more and more involvement by the school in the community and vice-versa has called for qualified personnel and resources necessary for the implementation of these demands. The Regional Center idea, which is under the leadership of university departments of education in the United States, has tried to fill this gap. Their basic functions of information dissemination, implementation, and training has already been mentioned. Their main weakness at this point is that they train graduates only. This means that, in many cases, undergraduates have to be retrained when they come to these graduate programs.

Other Personnel Emerging. Other personnel have emerged in an attempt to make closer ties between the school and community, and education with life. The home-school counsellor and the police liaison officer are good examples. The position of home-school counsellor arose from a need to encourage family participation in school activities, develop positive attitudes on the part of parents, inform families as to community resources available, and so forth. In Flint,

the police liaison officer is a member of the City Police Department as well as a member of the counselling team of the school.

Financial Considerations. With the cost of educational services already escalating at a seemingly alarming rate, many people may be hesitant to expand these services to the entire community. What these people may fail to realize is that the implementation of the Community Education concept is, to a great extent, the coordination of already existing services. Funds can come from a variety of sources such as Federal and Provincial programs, charitable organizations, and other agencies who may have a vested interest. Information gathered during the internship reveals that six to seven percent of the cost of the conventional school budget is adequate for extending the services of the school. This information is supported by the literature.¹² However, it must be again stressed that the provision of services is only one aspect of the Community Education process. Another aspect, which may be more important, is the involvement of the community members in matters and decisions which affect the well-being of the community, and this may be more important than a monetary cost.

¹²Totten, W. Fred, The Power of Community Education, Midland, Michigan: Pendell Publishing Co., 1970, p. 18.

Although the introduction of the Community Education concept would undoubtedly present problems in its beginnings, demand new skills, and increase the cost of education, society cannot afford not to take this step. We are being faced today with problems which threaten our very existence, and signs that communities are equipped to overcome these problems are very few, indeed. Community Education, through a delivery system called the school, is a promising alternative--an alternative to a problem which guarantees we will remain humans after the energy crisis, food shortage, overpopulation, pollution, and social ills have been solved.

PART V

NEWFOUNDLAND SCHOOL SYSTEM

While the intern received a mandate (see Minister's letter, Appendix A) to consider implications of the community school for Newfoundland, experience in Newfoundland and Labrador schools provided the practical framework for considering the Flint experience. In addition a theoretical framework (see Appendix B) helped the intern in assessing the Flint schools. Implications of the Flint system for Newfoundland and Labrador were a nearly constant consideration. In this section some of the implications of a community school arrangement for Newfoundland and Labrador are presented. The implications flow from a consideration of theoretical and practical work recently completed.

Recent Developments

Newfoundland schools have changed drastically in the past several decades. The improvements in physical facilities and instruction is a tribute to the whole province. To list all of the improvements is beyond the scope of this report. However, those most worthy of note should not go unmentioned. These are stated briefly and the reader unfamiliar with the Newfoundland scene may have to refer to other documents (see Related Literature in the Bibliography) to appreciate the full impact of these

developments.

1. The establishment of better equipped school plants;
2. The development of a well qualified and abundant supply of teachers;
3. The achievement of more efficient and hopefully more effective school administration through re-organization of school boards;
4. The development of more professional supportive personnel in the schools, e.g., guidance specialists, subject specialists, and supervisory people;
5. The growth of adult education in the province;
6. The development and growth of a system of trades and vocational schools;
7. The growth of Memorial University as a teacher education institution as well as a training centre for other professions;
8. The rapid development of the College of Fisheries.

Other developments have occurred which have added to the growth of education in the province. Activities in line with the community school idea taking place in some communities is one example. The 1973 Gander Conference on education also clearly illustrated that lay people are beginning to see a void in our educational system.¹³ They are beginning to demand the right to participate in its development.

¹³Report of Gander Conference on Developing Personnel to Meet the Educational Needs of Newfoundland and Labrador, Memorial University Extension Service, March, 1973.

Results of Recent Developments

The fact that more students are now staying in school longer illustrates that recent developments have led to more holding power for the school. There may be many reasons for the increased holding power but two are put forward here. Firstly, Newfoundlanders are realizing more the value of education to themselves as individuals and as a province; and secondly, more Newfoundlanders have greater opportunity to avail themselves of improved educational services. These reasons are also supported by Warren.¹⁴

The reorganization of schools in the province may also have relieved some of the financial burden, even though the cost of education has escalated. More efficient administration has resulted in fewer schools, lessening the duplication of services so common in the past. Positive effects of educational development lie not only with the elementary and secondary levels. While enrollments at Memorial University appear to be dropping off, increasing enrollments at other post-school institutions more than make up for it.

The writer is aware that the comments made thus far relate more to quantity rather than quality in education.

¹⁴Warren, P. J., Quality and Equality in Secondary Education, Faculty of Education, Memorial University, 1973, p. 18.

It may well be that Newfoundland, with so little in the past, has tended to develop its educational system this way. In any case, with all of the educational development thus far, Newfoundlanders are beginning to question the merits of the school for Newfoundland communities as the most effective educational tool (see report of Gander Conference).

Inadequacies of Recent Developments

Despite numerical improvements some directions in school development may be counter-productive to the development of community. It may well be time to take a new look at education with a view to providing new structures and new organization rather than attempting to strengthen present structures and organization.

Schools only for the young. The idea that the function of the school is to provide services only for the young is at odds with the needs and resources of Newfoundland communities. The attitude that schools are limited to the young seems to prevail within and outside the school. Until this attitude changes many older people and drop-outs will continue to be deprived of badly needed learning opportunities. Kitchen has stated, based on information from the 1961 census, that "26.4% of the population were at that time either illiterate or functionally

illiterate."¹⁵ Kitchen also wrote:

It follows from evidence that attempts at raising educational input must go beyond the raising of teachers salaries and qualifications, important as these are.¹⁶

Educational development must not only take new directions but what some people would call daring new directions.

Education must be more closely related to the things we do as members of a community, implying that all members of the community should be involved in education for the common good.

Recommendation 1. School programs should include such activities as pre-school activities, youth enrichment, adult basic education and high school completion, senior citizen programs, and any other activities in line with community needs.

Recommendation 2. The Department of Education Schools Act should be amended to make school Boards responsible not only for elementary and secondary education but for the provision of educational services to the whole community.

Recommendation 3. The Department of Education should immediately begin investigation into ways of channelling more finances to school boards to carry out the additional responsibility associated with recommendations 1 and 2.

Lack of direction in education. Although a glowing statement of aims of education for Newfoundland exists, it has little apparent impact on the educational

¹⁵Kitchen, Hubert W., A Preliminary Study of Demographic and Socio-Economic Factors in the Atlantic Provinces and their Relationships to Measures of Educational Output, The Atlantic Development Board, 1968, p. 4.

¹⁶Ibid., p. 1.

system.¹⁷ Few individual schools or school systems have ever articulated these aims into meaningful and operative objectives. Rather, schools, due to government control over promotion at the secondary level, have been overly concerned with students passing examinations, instead of emphasizing the total development of the child. While the Department of Education has relinquished some of its control by giving individual schools responsibility for grades nine and ten and establishing a shared evaluation system with certain schools for grade eleven, the goals of education are still unclear. Until schools and school boards develop policies to guide those involved in the educational process, meaningful participation may never become a reality.

Recommendation 4. In addition to school boards, individual schools and/or school systems should have school-community councils, representative of the service area, to advise and assist school administration in school policy.

Recommendation 5. The Department of Education, in collaboration with the Federation of School Boards, Newfoundland Teachers' Association, and other responsible bodies, should endeavour to compile educational aims for the province based on province-wide surveys and such happenings as the 1973 Gander Conference on educational needs of Newfoundland and Labrador.

Recommendation 6. Where such steps are appropriate, Community Action Councils should be established to promote cooperation between schools, churches,

¹⁷Aims of Education in Newfoundland and Labrador, Department of Education, Bulletin No. 2-A, 1965.

recreational bodies, volunteer agencies, police, health agencies, and all other groups concerned with community improvement. Such Councils should be composed of representatives of all such community groups and its task to assess the resources available to the community and to seek ways to match resources with community needs.

Recommendation 7. The Department of Education should morally and financially encourage school boards in experimentation with alternatives to the present lock-step graded system in the schools. Such alternatives should allow more intermingling of a wider range of age levels and greater flexibility for students to progress according to their abilities and interests.

Insufficient use of resources. While most Newfoundland communities are very short on educational facilities and resources, many school buildings are lying idle for too long. Calculated on a yearly basis, at six hours per day, five days per week, and thirty-nine weeks per year, school buildings are open at an average rate of 13% of the total time possible! This raises some very serious questions. For example, can the school be held accountable for the growth and development of its students when they are under various influences other than the school for 87% of their lives as students? Can the province afford to have facilities locked up and deteriorating when people desperately need the resources the school has to offer? Apart from the implications arising from these questions and the fact that the facilities and resources of the school are, for the most part, unavailable to the community, community resources available to the school are seldom taken advantage of. Many people in Newfoundland communities have expertise, knowledge

and insights of value to students. Again, the fields, streams, fishing stages, industrial developments, and waters around Newfoundland and Labrador abound with opportunities for study, yet most students are seldom taught to think in this way, or are ever taken out of the classroom for such activities.

Recommendation 8. School boards should adopt policies allowing and encouraging maximum use of school facilities by all community groups.

Recommendation 9. School boards should encourage teachers, counsellors, and other professional personnel to engage in community activities which make their professional services available to community groups needing them.

Recommendation 10. Volunteer aides and other community resource people such as doctors, lawyers, fishermen, and so on, should be integrated into formal classroom activities. In some cases such resource people could be brought into the school. However, the opportunity is often available for students to get out of the classroom into a real life situation.

Program deficiencies. The writer is aware that utilization of present program opportunities at the school level is inadequate. Most schools have the opportunity to make available to some degree, programs in music, arts and crafts, physical education, performing arts, and so on. Unfortunately neither finances nor qualified instructors are available for many schools to offer high level programs in these areas. The result is that most schools consider these types of programs secondary to established courses such as mathematics, English, history and other traditional

subjects. Hence, even though the student may have little interest in traditional type courses, he/she has to demonstrate some ability in them in order to complete school. The development of more qualified teachers and more and better school buildings has not increased significantly the quality in education because it is only an attempt to do better that which was appropriate only for a few students in the beginning. What is needed, and quickly, is more options in education.

Recommendation 11. Students in elementary and secondary education should spend less time on the mechanics of reading, writing, and arithmetic in a context apart from their history, culture and problems facing them today. Instead, reading, writing, arithmetic and other forms of communication should be stressed as tools for the study and appreciation of our history, culture, and community and world problems.

Recommendation 12. Job experience, volunteer work and other activities conducive to good citizenship and personal growth should be stressed in school programs and used as credit in adult and high school programs.

Summary

Schools for the young, lack of direction in education, insufficient use of resources, and program deficiencies are considered to be the most glaring inadequacies in the Newfoundland educational system. Accordingly, the preceding recommendations attempted to deal with these inadequacies. The writer is aware that the preceding discussion does not fully answer questions which may arise with regards to the implementation of these recommendations or how the

recommendations if implemented would fully compensate for the inadequacies outlined. Certainly, steps other than those suggested here would be necessary in order to implement the Community Education concept. Hopefully, the preceding recommendations point the way to possible alternatives in education.

PART VI

CONCLUSION

The writer undertook the reported internship with the purpose of gaining new knowledge and growth in a framework apart from his previous learning experiences. It was also his intention to deepen his understandings as a Newfoundland educator with a view to reporting his immediate experiences and thoughts, and hopefully, to make some impact, however small, on Newfoundland education in the future. It is hoped that this report reflects the intern's growth, and at the same time raises issues all of us will be forced to face and democratically resolve.

In conclusion, it is thought that the Community Education concept has great promise for the future in Newfoundland. It is therefore suggested that students interested in this field undertake endeavours which lead to a fuller integration of the school as a learning resource for the community.

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APPENDIX A



MEMORIAL UNIVERSITY OF NEWFOUNDLAND

St. John's, Newfoundland, Canada

February 13, 1973

William E. Becker Ph.D.
Director
National Center for Community Education
1017 Avon Street
Flint, Michigan 48503
U.S.A.

Dear Dr. Becker:

Since we spoke on the phone, Mr. Russell Hancock has developed his internship proposal and formally presented it to the Department of Educational Administration. A copy is enclosed.

Although we weren't sure how much time would be most appropriate and most feasible for the Flint experience, we wrote in a maximum of three months. It would seem to be an appropriate stay if it can be worked out.

While the Department of Educational Administration has committed itself to \$ 800.00 support to Russell, he is exploring possibilities of support from various government offices. In addition, he will be adding his own resources to undertake this program.

In my initial contact, Dr. Clyde Campbell agreed to work with Russell on this internship. We would appreciate receiving any reactions to Russell's proposal by Dr. Campbell or by you if you will be working with Russell.

Since Mr. Hancock is now involved in the planning stages for making the trip to Michigan, he is eager to get information about Flint, about Michigan, and about the Mott Program. Could you forward any material regarding living arrangements. He is planning to take his wife and two children.

Your support and work in connection with this undertaking have been appreciated. Please advise me of our next steps.

Sincerely,

Brian Donnelly

BD/mf



MEMORIAL UNIVERSITY OF NEWFOUNDLAND
St. John's, Newfoundland, Canada

16th February, 1973.

Hon. Gerald R. Ottenheimer,
Minister of Education,
Department of Education,
Government of Newfoundland and Labrador.

Dear Mr. Ottenheimer,

Thank you for your letter of 1st February, 1973.

Enclosed is a copy of Mr. Russell Hancock's proposal to do an internship at the National Community School Centre in Flint, Michigan, U.S.A. There is also a letter from Dr. Becker of Flint indicating his financial support for the internship.

The Flint people are interested in a commitment by education officials from a local sending community. Could you get the Department of Education to financially support Mr. Hancock's efforts to gain insight and experience in the community school field, which has tremendous potential for Newfoundland - Labrador.

Mr. Hancock is undertaking the internship with considerable personal sacrifice (he has a family including two young children) and high hopes of being able to have an impact on schools in our province. Support that your office could give him would enhance the likelihood of a successful experience. (Note the budget for the internship on the last page of Mr. Hancock's proposal.)

We appreciate your interest and support of this pilot effort. The Mott Foundation appears to have some interest in working out some cooperative venture with the province in the future. Government support now would be extremely helpful.

Sincerely,

Brian Donnelly

BD/dr

Encs

c.c. Dr. Phil Warren
Mr. Russell Hancock



GOVERNMENT OF NEWFOUNDLAND AND LABRADOR

DEPARTMENT OF EDUCATION

Office of The Minister

ST. JOHN'S

March 1st, 1973.

Mr. Brian Donnelly,
Memorial University of Newfoundland,
Elizabeth Avenue,
St. John's, Nfld.

Dear Mr. Donnelly,

This will refer to your letter of February 16th regarding student's assistance for Mr. Russell Hancock who proposes to undertake an internship at the National Community School Centre in Flint, Michigan.

Although our Student Aid policies do not cover students who attend institutions outside of Newfoundland, I plan to make a bursary of \$400.00 available to Mr. Hancock. Since the internship to be served in the United States constitutes a very special project and one which should benefit both Mr. Hancock and this province, I am going to authorize our Student Aid Division to provide a special bursary of \$400.00 to Mr. Hancock.

One of the conditions of awarding this bursary will be that Mr. Hancock submit to my Department a number of recommendations or views on further or continuing education in this province. Mr. Hancock's experiences at the National Community School Centre should enable him to make some worthwhile suggestions.

Will you please advise Mr. Hancock of my decision and ask him to contact Mr. Norman Snelgrove, Department of Education, before the end of March, otherwise his application may not be processed.

Yours sincerely,

Gerald R. Ottenheimer,
Minister of Education.

CR/mf

APPENDIX B

The following chart was constructed from readings and discussion on school and community. To the left of the chart under headings of Individual, Inter-Family, Inter-Group, and Inter-Community, are a number of statements representing factors involved in the union of school and community. Some tools for school-community union are listed at the top of the chart. The purpose of the chart was to provide the intern with a perspective for viewing the Flint situation.

CHART
MECHANISMS FOR SCHOOL - COMMUNITY UNION

| Interpersonal and Human Orientation Process as Evidence of School- Community Union | 1. Individual | | | | | 2. Inter-family | | | |
|--|------------------------|----------------------------------|-------------------------------|--|------------------------|---|---|-------------------------|---|
| | Self Direc- tion | Relation- ship with others | Ability to make choices | For- mation and aware- ness of values | Choice of career | Growth through leisure and re- creational activities | Knowledge and practice of healthful living | Family iden- tity | Partici- pation in school- community |
| Conventional school classes | | | | | | | | | |
| Total school staff | | | | | | | | | |
| School plant | | | | | | | | | |
| Organizational sctructure of schools | | | | | | | | | |
| School board | | | | | | | | | |
| Financial allocations | | | | | | | | | |
| School sanctioned community committees | | | | | | | | | |
| Administration of the school | | | | | | | | | |
| Curriculum of the school | | | | | | | | | |
| State legislation | | | | | | | | | |
| Other agencies | | | | | | | | | |

CHART (CONTINUED)

| Interpersonal and Human Orientation Process as Evidence of School-Community Union. | 3. Inter-Group | | | | 4. Inter-Community | | |
|--|--|-----------------------------------|------------------------------------|---------------------------|--------------------|---------------------|---|
| | Diversity of opportunity in group activities | Participation in school-community | Recognition of group individuality | Pursuance of common goals | Local autonomy | Community viability | Understanding relating with neighbourhood, state, nation, and world communities |
| Conventional school classes | | | | | | | |
| Total school staff | | | | | | | |
| School plant | | | | | | | |
| Organizational structure of schools | | | | | | | |
| School board | | | | | | | |
| Financial allocations | | | | | | | |
| School sanctioned community committees | | | | | | | |
| Administration of the school | | | | | | | |
| Curriculum of the school | | | | | | | |
| State legislation | | | | | | | |
| Other agencies | | | | | | | |

